



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8300 E. Speedway Blvd., Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Jerry Holmes  
Schedule : 07:00 AM to 03:45 PM  
Grades : 6-8  
Web Address : [www.mageemiddleschool.com](http://www.mageemiddleschool.com)  
Phone Number : (520) 731-5000  
Fax Number : (520) 731-5001  
E-mail : [jerry.holmes@tusd1.org](mailto:jerry.holmes@tusd1.org)

### Mission

Magee Middle School continues to raise the standard for academic excellence. The faculty and staff are committed to maintaining a secure learning environment where all students achieve success. The safety of everyone on our campus is our top priority.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü The number of students meeting or exceeding the standards in reading will improve by 3.3% AYP as measured by the AIMS.
- ü Increase opportunities for parents to monitor their student's achievement.
- ü Demonstrate a 1% quarterly increase in the number of students achieving an overall '22' on the district mandated quarterly writing assessments.
- ü The number of students meeting or exceeding the standards in mathematics will improve by 5.0% as measured by the AIMS.

### Enrollment

October 1, 2005 School Year Student Enrollment : 861  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 140

## Instructional Programs

- ü HS Credit Spanish
- ü HS Credit Algebra
- ü World Class Odyssey of the Mind Pgm.
- ü Exceptional Education Full Inclusion
- ü Award winning band and orchestra
- ü Webmasters
- ü Gate 6th grade class
- ü Pioneers Vocal Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Magee is responsible for maintaining a safe and secure environment for students while maximizing a child's ability to achieve academic success.

### Parents

Magee parents are responsible for supporting teachers and their children while providing a home environment that places a high value on education. Maintaining open communication with the school will maximize the achievement ability for each student.

## Transportation Policy

Transportation is provided for students who live 2.5 miles from school as measured by the most direct route.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Odyssey of the Mind - 3rd Place in World Championships	2006
ü Silver Pin Award from So. Az. Community Diaper Bank	2004
ü Arizona Band and Orchestra Association Award	2004
ü American Heart Assoc. Jump for Heart Recognition	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	244	4286	79327	98	94	98	524	500	518	13	28	19	19	24	20	51	39	46	17	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	2076	38961	97	95	98	523	501	520	10	25	16	19	26	20	57	40	48	14	9	16
Male	127	2208	40295	99	94	97	525	499	516	16	31	21	19	22	19	46	38	44	20	10	16
African American	17	300	4247	100	95	98	489	484	499	35	38	27	18	25	24	47	34	41	NA	4	8
Hispanic	55	2354	32327	98	93	98	504	488	499	27	34	27	16	27	25	47	35	41	9	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	165	1331	36373	98	95	98	535	524	538	7	15	10	19	19	14	53	48	52	22	19	25
Students with Disabilities	29	539	9321	91	79	87	491	457	467	45	61	54	24	22	22	21	15	21	10	1	3
Students without Disabilities	215	3747	70006	99	97	100	529	505	524	9	23	14	18	24	19	55	42	49	18	11	18
Limited English Proficient Students	NC	483	9431	NC	88	95	NC	454	466	NC	66	53	NC	23	27	NC	10	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	57	2195	37097	98	94	97	501	487	498	21	35	27	26	26	25	49	34	41	4	5	7
Non-Economically Disadvantaged	187	2091	42230	98	95	99	531	512	535	11	20	11	17	22	15	52	44	50	21	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	248	4423	79501	100	97	98	506	485	497	4	15	10	23	31	25	69	52	60	4	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2144	39062	99	98	99	510	490	502	3	11	8	21	30	23	72	56	64	5	3	5
Male	128	2277	40368	100	97	98	501	480	491	5	18	13	26	31	27	66	49	57	2	2	3
African American	17	309	4279	100	97	99	486	475	485	6	20	14	47	32	30	47	47	54	NA	1	2
Hispanic	56	2452	32389	100	97	98	488	474	478	9	19	16	32	36	34	59	45	48	NA	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	167	1360	36446	99	97	99	514	506	516	2	7	4	17	21	15	75	68	73	5	5	7
Students with Disabilities	32	601	9411	100	88	88	469	443	453	22	41	36	44	40	36	31	19	26	3	1	1
Students without Disabilities	216	3822	70090	100	99	100	511	491	502	1	11	7	20	29	24	75	58	65	4	3	5
Limited English Proficient Students	NC	513	9401	NC	94	94	NC	434	443	NC	51	40	NC	39	46	NC	10	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	57	2266	37183	98	97	97	493	473	479	5	19	16	39	36	34	54	44	49	2	1	1
Non-Economically Disadvantaged	191	2157	42318	100	98	99	509	497	513	4	10	5	19	25	17	73	61	70	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	249	4464	80000	100	98	99	591	560	564	NA	3	3	4	11	11	78	80	75	18	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	2164	39288	100	99	99	605	574	579	NA	2	2	NA	6	6	76	83	77	24	9	16
Male	128	2297	40644	100	98	98	578	546	549	NA	4	4	9	16	15	80	77	74	12	3	7
African American	17	315	4307	100	99	99	582	539	551	NA	8	4	NA	13	13	88	74	75	12	4	7
Hispanic	57	2475	32672	100	98	99	575	553	548	NA	3	4	12	13	14	81	81	76	7	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	167	1370	36602	99	98	99	598	575	579	NA	2	2	2	7	7	77	80	75	22	11	16
Students with Disabilities	32	640	9919	100	93	93	554	504	505	NA	10	9	16	34	35	78	55	54	6	1	2
Students without Disabilities	217	3824	70081	100	99	100	597	568	571	NA	2	2	3	7	7	78	84	79	19	7	12
Limited English Proficient Students	NC	524	9571	NC	96	96	NC	498	502	NC	11	10	NC	31	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	58	2296	37534	100	98	98	585	548	547	NA	4	4	5	14	15	79	78	76	16	4	5
Non-Economically Disadvantaged	191	2168	42466	100	98	100	593	572	578	NA	2	2	4	8	7	77	82	75	18	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	4399	78546	98	97	97	559	528	543	9	22	15	9	21	18	63	48	52	20	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	2183	38645	97	97	98	562	531	545	7	20	13	9	20	18	63	51	54	21	9	15
Male	154	2209	39792	98	96	97	555	526	542	10	25	17	8	22	17	63	44	50	18	9	15
African American	15	289	4205	100	97	97	525	518	524	27	26	22	7	24	22	60	45	49	7	4	7
Hispanic	44	2347	31177	96	97	97	553	516	524	11	27	22	9	24	23	61	44	48	18	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	231	1448	36450	97	97	97	561	550	563	8	13	7	8	16	12	64	54	57	20	18	23
Students with Disabilities	30	530	8093	100	84	82	486	480	489	57	58	50	10	24	24	33	18	23	NA	1	2
Students without Disabilities	274	3869	70453	98	99	100	566	534	549	4	17	11	9	21	17	66	52	56	22	10	16
Limited English Proficient Students	NC	584	9323	NC	95	94	NC	483	491	NC	56	47	NC	25	28	NC	19	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	53	2090	34694	100	96	96	543	516	524	13	28	23	15	25	23	57	43	48	15	5	7
Non-Economically Disadvantaged	251	2309	43852	98	98	99	562	539	559	8	17	10	8	17	13	64	52	56	21	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	306	4467	79045	99	98	98	530	501	512	4	14	10	17	31	25	69	51	58	10	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	2206	38860	98	98	98	540	509	519	3	9	7	15	28	22	68	57	62	14	6	8
Male	154	2254	40075	98	98	97	519	493	505	6	18	12	19	34	28	69	45	54	6	4	6
African American	15	295	4250	100	99	98	502	494	500	7	16	12	33	33	31	60	50	54	NA	1	3
Hispanic	45	2386	31314	98	98	98	526	488	493	11	18	16	13	36	34	67	45	48	9	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	232	1467	36730	98	98	98	532	521	532	3	7	4	17	22	16	70	60	68	10	11	12
Students with Disabilities	30	588	8552	100	93	87	469	455	463	33	43	35	40	37	40	27	19	23	NA	1	1
Students without Disabilities	276	3879	70493	99	99	100	536	507	517	1	9	7	15	30	24	73	56	62	11	5	8
Limited English Proficient Students	NC	602	9355	NC	98	95	NC	450	456	NC	44	37	NC	44	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	53	2126	34922	100	98	96	515	489	493	8	17	15	28	36	34	55	44	48	9	3	3
Non-Economically Disadvantaged	253	2341	44123	99	99	99	533	511	527	4	10	6	15	26	18	72	57	66	10	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	308	4459	79657	100	98	99	589	569	566	1	2	3	3	8	8	94	89	87	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	2207	39120	98	98	99	602	582	580	NA	1	2	NA	4	4	97	93	92	3	1	2
Male	156	2245	40423	99	98	98	579	557	553	1	4	5	6	12	12	90	84	83	3	0	1
African American	15	296	4290	100	99	99	577	566	560	NA	4	4	7	7	9	93	87	86	NA	1	1
Hispanic	45	2371	31642	98	98	99	584	561	552	2	3	5	4	10	11	91	87	84	2	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	234	1468	36929	99	98	99	592	582	579	0	1	2	3	5	5	94	92	91	3	2	2
Students with Disabilities	30	583	9069	100	92	92	533	517	508	7	10	11	23	28	30	70	61	58	NA	1	1
Students without Disabilities	278	3876	70588	100	99	100	596	576	573	0	1	2	1	5	5	96	93	91	3	1	1
Limited English Proficient Students	NC	594	9521	NC	96	96	NC	518	507	NC	9	13	NC	23	24	NC	67	63	NC	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	53	2116	35341	100	97	97	573	560	551	2	3	5	8	12	12	89	86	83	2	0	0
Non-Economically Disadvantaged	255	2343	44316	100	99	100	593	577	578	1	2	2	2	5	5	95	92	90	3	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	285	4533	78400	97	96	97	575	545	554	10	26	21	14	21	19	55	44	47	20	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	141	2289	38686	97	97	98	573	544	554	10	24	20	12	22	20	65	45	49	13	8	12
Male	144	2240	39636	97	95	96	577	545	554	10	28	23	17	19	18	47	42	46	26	11	13
African American	19	339	4193	90	96	97	560	527	533	5	35	32	26	24	23	63	37	40	5	5	5
Hispanic	68	2362	30732	97	95	97	562	531	534	13	33	31	22	24	24	47	39	40	18	5	5
Asian/Pacific Islander	10	117	1827	100	98	99	NA	584	594	NA	9	8	NA	17	12	NA	46	49	NA	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	186	1534	37038	97	96	97	580	570	575	9	14	11	11	15	14	59	54	56	22	17	19
Students with Disabilities	22	520	7840	71	76	81	508	494	498	50	63	60	27	18	18	23	17	20	NA	1	2
Students without Disabilities	263	4013	70560	100	99	99	580	551	560	7	21	17	13	21	19	58	47	50	22	10	14
Limited English Proficient Students	10	533	8956	100	93	95	NA	498	502	NA	62	56	NA	20	25	NA	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	60	2056	33014	90	94	95	545	531	534	20	33	31	27	24	24	48	39	40	5	4	5
Non-Economically Disadvantaged	225	2477	45386	99	97	99	583	556	569	8	21	15	11	18	15	57	47	52	24	14	18

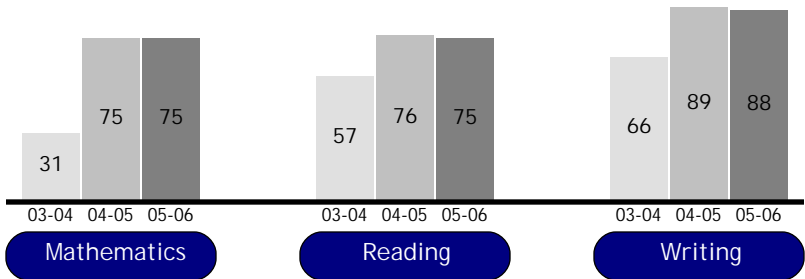
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	293	4640	79179	99	98	98	532	509	519	5	14	11	20	31	27	71	52	58	4	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	145	2327	38974	99	98	99	534	514	524	6	11	8	15	29	25	74	57	61	4	4	5
Male	148	2309	40124	99	98	97	531	504	513	3	16	13	25	33	28	67	48	54	5	3	4
African American	21	348	4243	100	98	98	517	499	506	10	20	14	29	31	32	57	45	51	5	3	3
Hispanic	70	2414	30987	100	97	98	522	497	498	3	17	17	33	37	36	61	45	45	3	1	1
Asian/Pacific Islander	10	118	1832	100	99	99	NA	530	543	NA	4	4	NA	25	17	NA	62	69	NA	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	189	1574	37467	99	99	98	539	530	539	5	7	5	13	21	17	77	66	70	5	6	8
Students with Disabilities	30	626	8567	97	91	88	476	462	467	27	41	39	53	42	38	20	17	22	NA	0	1
Students without Disabilities	263	4014	70612	100	99	99	539	516	524	2	9	7	16	29	25	76	58	62	5	4	5
Limited English Proficient Students	10	546	9013	100	95	95	NA	457	461	NA	43	40	NA	47	48	NA	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	65	2108	33345	97	97	96	508	496	499	8	18	17	38	37	36	54	43	46	NA	2	1
Non-Economically Disadvantaged	228	2532	45834	100	99	99	539	520	533	4	10	7	15	25	19	75	60	67	6	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	293	4654	79734	99	98	99	568	555	554	1	3	3	11	18	19	87	79	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	2341	39243	100	99	99	585	568	568	NA	2	2	4	11	12	95	87	85	1	0	1
Male	147	2309	40413	99	98	98	552	542	541	1	3	4	18	25	26	80	72	70	NA	0	0
African American	21	350	4285	100	99	99	556	544	548	NA	6	3	19	19	22	81	75	74	NA	0	0
Hispanic	70	2433	31254	100	98	99	561	547	539	3	3	5	13	22	25	83	75	70	1	0	0
Asian/Pacific Islander	10	118	1837	100	99	99	NA	580	579	NA	NA	1	NA	8	9	NA	91	87	NA	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	189	1568	37668	99	98	99	573	571	569	NA	1	1	9	11	13	90	88	85	1	0	1
Students with Disabilities	30	627	8943	97	91	92	511	499	495	NA	10	11	53	49	51	47	40	38	NA	1	1
Students without Disabilities	263	4027	70791	100	100	100	575	563	561	1	1	2	6	13	15	92	85	83	1	0	0
Limited English Proficient Students	10	551	9138	100	96	97	NA	492	492	NA	13	13	NA	45	46	NA	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	65	2117	33718	97	97	97	546	545	538	3	4	5	25	23	26	72	73	69	NA	0	0
Non-Economically Disadvantaged	228	2537	46016	100	100	100	575	564	567	NA	2	2	7	14	14	92	84	84	1	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	59	NA	56	99	63	44	51	100	61	46	56
	Language	98	53	38	48	99	59	41	47	100	56	41	50
	Mathematics	98	71	52	66	99	65	44	52	98	61	44	58
7	Reading	98	62	NA	54	98	55	44	50	100	68	44	54
	Language	97	67	48	58	98	60	48	52	100	68	50	58
	Mathematics	98	66	49	62	97	56	44	50	100	67	44	54
8	Reading	97	59	NA	55	99	59	46	51	100	67	50	58
	Language	97	58	41	52	99	58	47	50	100	65	50	56
	Mathematics	96	63	50	61	99	59	48	53	97	68	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Attaining parent approval of By-Laws
1 Non-certified Employee(s)	Ü Establishing School Goals
4 Teacher(s)	Ü Curriculum Development
4 Parent(s)	Ü Instructional Programs/Strategies
1 Community Member(s)	Ü Extracurricular Activities
0 Student(s)	

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	3.00	Teacher	43.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	14	21	1	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	174
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site	
Special Facilities	
Ü 3 Computer Labs	Ü Technology Lab
Ü Library	Ü Sound System for Vocal Performing
Extracurricular Activities	
Ü Odyssey of the Mind	Ü Basketball
Ü Student Council	Ü Soccer
Ü Track	Ü Cross Country
Ü Volleyball	Ü Washington, DC Club

Social Services
Ü Crisis Intervention
Ü Clothing Bank
Ü Counseling Services
Ü Parks and Rec After School Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü State Band Awards; Numerous Community Service Awards; Writing Contest Winners; High Academic Recognition.
- ü Traveling - Student trips to: Washington D.C., Europe
- ü Four Odyssey of the Mind teams won state championship and competed in World Competition finishing as high as third place among 200+ teams.
- ü Consistently awarded school district honors for top service oriented food service.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Magee Middle School has a clear and concise Discipline Policy that all students are expected to follow. The administration is very consistent in administering the Discipline Policy, consequently Magee has an exceptionally orderly campus. Although we cannot control what students bring or choose to do on campus, we send a strong message that we will not tolerate disruption to the educational process or environment. Students must be responsible for the choices they make.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

11

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mr. Ed Messing	(520) 731-5000
Transportation Policy	Jerry Holmes	(520) 731-5000
Community Resources	Jerry Holmes	(520) 731-5000
School Nutrition Programs	Linda Burnett	(520) 731-5023
Parent Organization	Jerry Holmes	(520) 731-5000
Student Health/Nurse	Ms. Kelly Slife	(520) 731-5017

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.